

A Descriptive Study of Undergraduate Student and Faculty Perspectives of Engagement When Learning About Cultural Content

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Purpose: The purpose of this study was to explore student perception of engagement and knowledge gained during two class sessions on cultural competence using interactive teaching strategies. Improving cultural knowledge among nursing students can be expected to lead to the provision of culturally competent care upon graduation. **Methods:** A qualitative, descriptive design was used. Data was collected at the IU School of Nursing during two class sessions from 49 students and the course faculty. Three strategies were used to collect data: the one-minute paper (OMP) to gather the students' perspectives, field notes taken during the class sessions, and interviews with the faculty before and after the class sessions. **Results:** Data showed recurring themes for each of the 3 OMP questions. When asked "What three things did you learn about culture during class," the themes that emerged included knowledge of specific cultural practices, intercultural communication strategies, subculture/cultural differences, and the importance of cultural competence. Themes from the second question "What stood out for you the most" were cultural specifics, broad concepts, and means of teaching. The themes of the third question, "When did you feel most engaged," were scenario/skit, questions, while presenting, feedback, and interaction. We found that out of the all the interactive techniques used, the skit had the greatest positive feedback. Students who reported the skit as being the time of greatest engagement also reported the skit as the time they learned the greatest content on cultural and subcultural differences as well as importance of cultural competency. **Conclusion:** We found that a high impact teaching strategy enhanced student engagement and learning. We encourage both students and teachers to take full advantage of interactive learning strategies as a way to promote deep learning about cultural competence.

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